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This paper describes a program (now in its second year) which unites preservice and inservice education in a continuing educational program for elementary teachers involving (1) an approach to instructional theory and classroom practice which combines both in a single module of time; (2) the utilization of satellite public schools for laboratory experiences and the staffing of these schools by resident clinical supervisors who coordinate the university program and teach inschool, inservice seminars; and (3) the utilization of teaching-supervising teams consisting of university professors, university instructors, graduate students in teacher education, and highly successful public school teachers who are participants in a teacher exchange program between the university and the cooperating school system. Included with the program description are a list of objectives and notes on program development, personnel, evaluation, and contribution to the improvement of teacher education. Appended are a summary budget and charts depicting student and personnel activities in the junior and senior modules. (JS)

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THE NEW ELEMENTARY TEACHER EDUCATION PROGRAM AT THE UNIVERSITY OF NEW MEXICO

Submitted to the American Association
of Colleges for Teacher Education
for Judging in the
Distinguished Achievement Awards, 1968

Submitted by The College of Education,
University of New Mexico,
Albuquerque, New Mexico

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U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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SUMMARY OF THE PROGRAM

The College of Education of the University of New Mexico is in the second year of a new teacher education program at the elementary level. Many elements of the program may be found in various institutions across the country. The uniqueness of our effort derives from the combination of these elements into a total program which unites pre-service and in-service education into a continuing education program for teachers. The total program includes the following major characteristics: 1) an approach to instructional theory and classroom practice which combines both in a single module of time; 2) the utilization of satellite public schools for laboratory experiences and the staffing of these schools by resident clinical supervisors who coordinate the university program and teach in-school, in-service seminars; and 3) the utilization of teaching-supervising teams consisting of university professors, university instructors, graduate students in teacher education, and highly successful public school teachers who are participants in a teacher exchange program between the university and the cooperating public school system.

The new program combines the teaching of methods courses and actual laboratory experiences in a single time unit consisting of mornings during one semester of the junior year and a combination of mornings and full days during one semester of the senior year. The team which teaches the methods courses on campus follows the students into the public schools to supervise the laboratory experience.

The new program utilizes selected public schools whose entire staffs are involved in the program in a laboratory setting. The intensive use of

of selected schools justifies the assignment of resident clinical supervisors to these schools. Since these clinical supervisors are also members of the teams which teach the methods courses, effective practical implementation of the theoretical learnings is enhanced. In addition to their supervisory functions these clinical supervisors teach in-school in-service seminars. The seminars are offered during the school day and during time blocks in which the student teachers are responsible for the classroom instructional program.

In the total teaching-supervising setting the new program utilizes a team teaching approach in which the teaching-supervising team is composed of university professors, university instructors, graduate students in teacher education, and carefully selected public school teachers. An exchange program has been effected between the university and the cooperating public school system which frees several outstanding classroom practitioners, with full pay and benefits continuing, to work in a teaching-supervising capacity in the university program. As a part of this exchange program, carefully selected advanced teacher education interns who receive tuition waivers from the university and a stipend from the cooperating public school system are given full-time teaching assignments in public school classrooms.

A more detailed description of the total program is presented in the following section.

DESCRIPTION AND DEVELOPMENT OF THE PROGRAM

The former teacher education program at the University of New Mexico was a traditional one in which methods courses taught as early as the junior year were followed by a half-day, one-semester student teaching experience during the senior year. An analysis of studies of the former program suggested that the strategy employed in developing a new program would need to take into account the total professional sequence, that is, the activities at both the university and public school levels. Accordingly, the assistance of the cooperating public school system was sought and received in designing and implementing the new program.

The new program combines the teaching of methods courses and actual laboratory experiences into modules of time consisting of full mornings during one semester of the junior year and a combination of mornings and full days during one semester of the senior year.* The modular approach features the intensive study of the content and methodology of a single subject in the university followed by an intensive laboratory experience in that subject in an elementary classroom. The intensive study of a single subject at the university is achieved through a redistribution of conventional time allotments for courses. Typically, courses for which two or three semester hours of credit are given meet one hour, two or three times weekly, for one semester. In the modular approach the typical one-semester course is compressed into two or three weeks of full morning instruction followed by an immediate two- or

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* See Appendix A for diagram of Junior and Senior Modules

three-week full morning laboratory experience. Thus, by scheduling courses consecutively rather than concurrently, time is available for the immediate follow-up laboratory experience.

In progressing through the new program students enroll in the junior module for one semester of their junior year. A one-semester enrollment in the senior module follows the junior experience. The two assignments are completed in schools of differing socio-economic levels, including bilingual and bi-cultural settings, and at non-contiguous grade levels within the schools. Thus, each student has extensive laboratory experience with a cross section of the student population typical of New Mexico elementary schools.

With regard to scope and sequence considerations, the new program provides for the students' gradual and cumulative exposure to classroom teaching. For example, in the junior year the students' first laboratory experience focuses only upon the teaching of reading; the second laboratory experience focuses upon the teaching of oral and written English and the continued teaching of reading; and the third laboratory experience focuses upon the teaching of social studies and the continued teaching of both reading and oral and written English. A similar procedure is followed in the senior year with mathematics and science. Thus, as the students gain experience, confidence, and skill, their teaching responsibilities are systematically increased.

In all, the junior and senior modules contain five methods courses with integrated laboratory experiences. This sequence culminates in a unifying eight-week, full-day teaching experience. In order to free the students for the full-day experience during this eight-week period, a required children's literature course is offered in double sessions during afternoons of the first eight weeks of the semester.

All junior and senior teacher education students begin the school year with a three-week observation-participation experience in the elementary classroom of their laboratory experience. This occurs prior to the students' university enrollment in September. During this period the students' observations are guided to include the major content and procedural concerns of the module, junior or senior, in which they will be enrolled. Thus, the students will have had limited exposure to the materials, the teacher, the classroom, and to the pupils with whom they will be working during their enrollment in the module. They will have participated in the opening of school and the public schools' orientation meetings twice during their university program.

Under the old program as many as fifty local elementary schools cooperated with the university in providing laboratory experiences for prospective teachers. Each of these schools accommodated from one to four students. In addition to the many practical difficulties of coordinating such a program, problems were encountered in training cooperating teachers in university procedures and in providing adequate student supervision.

The new program is experimenting with the total utilization of a relatively small number of satellite public schools as laboratory experience centers. Agreements have been effected with the cooperating public school system and the principals and staffs of selected elementary schools which have resulted in the complete utilization of these schools as laboratory experience centers. Here the university is permitted to place a student teacher with each classroom teacher in the building each semester. Under this arrangement each elementary school accommodates fifteen to twenty student teachers each semester depending upon staff size.

The concentration of the laboratory program in these schools makes possible the assignment of a resident clinical supervisor to each school. The tasks of these clinicians consist of supervising their students' laboratory experiences, coordinating the university program in the center, doing demonstration teaching for staff and students, teaching in the methods portions of the modules, and assisting in the planning and implementation of in-service activities, including seminars, for the center staff. This latter task is a major responsibility of the resident clinical supervisors. These seminars, which carry three hours of graduate credit, are on a variable time schedule and offered only during the school day when the university students are responsible for the classroom instructional program. Thus, it is possible for the staff members of the center to earn three hours of graduate credit without leaving their schools or sacrificing valuable personal time.

A central unifying dimension of the new program is the utilization of teaching-supervising teams.* In each time module a team consisting of eight teacher-supervisors is responsible for the teaching and follow-up supervision of a maximum of seventy-five students. With the exception of a different specialist professor in charge of each of the methods portions of each module, the teaching-supervising team follows the students through the entire module. This practice assures the effective implementation of appropriate theoretical learnings in the laboratory setting.

An integral part of the overall program is an exchange agreement with the cooperating public school system which permits us (1) to include highly successful classroom teachers as members of the teaching-supervising team and (2) allows us to provide special student teaching experiences for a small num-

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* See Appendix B for Junior and Senior Module Personnel

ber of high potential seniors. The first facet of the exchange program frees outstanding classroom teachers, with full pay and continuing benefits, to work in the university program. These classroom teachers function as full members of the teaching team during the instructional portions of the modules and as resident clinical supervisors in the laboratory centers during the laboratory portions of the modules. The importance of the contributions of these public school teachers to the teaching-supervising team cannot be overstressed. They add a practical dimension to methods-course instruction and bring a measure of currency to supervision practices.

In the other facet of the exchange program, highly successful junior year students are awarded internships for one semester of their senior year. These awards include a tuition scholarship from the university and a $1000 stipend from the public schools. In practice, a team of two interns assumes the responsibility for an elementary classroom for one year, each student teaching full-time for one semester. Students selected for the internship prepare for the assignment by attending special classes during the summer session after the junior year. The supervision of the interns is the joint responsibility of the university and the public schools. Since the interns have no cooperating teacher, as such, the university provides twice the normal supervision for the senior honors interns. This arrangement, along with providing incentive and a more intense senior experience for carefully selected students, permits the freeing of the highly successful classroom teachers to participate in the teacher education program.

OBJECTIVES

The major objectives of the new teacher education program are as follows:

1) To provide a closer and more meaningful relationship between course theory and classroom practice;
2) To provide for earlier and more direct contacts with children;
3) To provide a gradual controlled exposure to classroom teaching;
4) To provide teaching experiences with school children of different socio-economic and developmental levels, and in bilingual, bi-cultural settings;
5) To provide for program continuity through the use of a team teaching-supervising approach;
6) To expose prospective teachers to exemplary teaching practices through the utilization of outstanding classroom practitioners as teacher-supervisors;
7) To provide controlled environments in the form of satellite laboratory schools for the induction of prospective teachers;
8) To provide in-service training and consulting services to cooperating teachers in the laboratory centers;
9) To promote improved relationships between the university and the cooperating public school system by effecting a cooperative approach, thus uniting pre-service and in-service education of teachers into a continuing teacher-education program.

PERSONNEL

A team teaching approach is utilized in staffing both modules.* The team is composed of university professors, university instructors, graduate students in teacher education, and highly successful public school teachers. With the exception of a different specialist professor in charge of each portion of each module, the entire teaching-supervising team follows the students through the entire module. Currently, each module is structured to accommodate seventy-five students each semester. This program requires the services of nineteen full or part-time teacher-supervisors and some three hundred cooperating teachers annually.

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* See Appendix B for Junior and Senior Module Personnel

BUDGET

The maximum total annual cost of the program is $130,250.* The cost to the cooperating school system is $45,000 while the university cost is $85,250. In considering the total budget of the program, it should be kept in mind that the program provides two one-semester laboratory experiences for each student.

CONTRIBUTION TO THE IMPROVEMENT OF TEACHER EDUCATION

The major contributions of the new program to the improvement of teacher education are as follows:

1. The new program bridges the gap between theory and practice through modular scheduling and assures total program continuity through the use of a team teaching-supervising approach;
2. The new program provides for earlier, more systematic, more varied, and more extensive exposures to classroom teaching;
3. The new program improves the laboratory experience through the centralization of laboratory facilities in which cooperating teachers are trained and assisted by resident clinical supervisors;
4. The new program represents a total approach to the problems of teacher education at both the university and public school levels, thereby achieving the ideal of a university-public schools partnership in the continuing education of teachers.

EVALUATION

Numerous informal surveys of the program participants, unsolicited participant comments, and regularly scheduled meetings with public school administrative personnel and cooperating teachers have resulted in a continuing flow of information which has served to clarify and refocus important elements of the program. This continuing dialogue, which is characteristically very positive, is a major source of evaluative data for the program. With regard to formal evaluation, an instrument designed to evaluate the participants'

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* See Appendix C for Budget

attitudes toward the program will be administered at the end of the current year. In addition, doctoral studies of various aspects of the program are currently underway.

APPENDIX A

JUNIOR AND SENIOR MODULES

Orientation

8:30 a.m. to 4:20 p.m.

3 wks. of full days of observation and participation as directed by the observation guide

(August & September)

Orientation

8:30 a.m. to 4:20 p.m.

3 wks. of full days of observation and participation as directed by the observation guide

(August & September)

Orientation

8:30 a.m. to 4:20 p.m.

3 wks. of full days of observation and participation as directed by the observation guide

teaching of junior module subjects as circumstances permit

(August & September)

Orientation

8:30 a.m. to 4:20 p.m.

3 wks. of full days of observation and participation as directed by the observation guide

teaching of junior module subjects as circumstances permit

(August & September)

JUNIOR AND SENIOR MODULES

JUNIOR MODULE

	Reading (3 sem. hrs.)		Oral & Written English (2 sem. hrs.)		Soc. Studies (2 sem. hrs.)	
:30 .m.	3 wks. of full morning instr. in the tchg. of reading 8:30-12:00	3 wks. of full mornings in the classroom tchg. reading and observing other lang. arts and soc. studies	2 wks. of full morning instr. in the tchg. of oral and written Eng. 8:30-12:00	2 wks. of full mornings in the classroom tchg. oral & written Eng. and reading Con't obs. of soc. stds.	2 wks. of full morning instr. in the tchg. of soc. stds. 8:30-12:00	4 wks. of full mornings in the classroom tchg. soc. stds., oral and written Eng., and reading
o 2:20 .m.	Laboratory experiences in the schools as scheduled	Tues. 11:30-12:20 Seminar on problems and procedures in the tchg. of reading	Laboratory experiences in the schools as scheduled	Tues. 11:30-12:20 Seminar on problems and procedures in teaching lang. arts.	Laboratory experiences in the schools as scheduled	Tues. 11:30-12:20 Seminar on problems and procedures in tchg. soc. stds. and the lang. arts

Student teaching, 3 semester hours---------->

SENIOR MODULE

	Science (3 sem. hrs.)		Arithmetic (2 sem. hrs.)	All Subjects
8:30 a.m. to 12:20 p.m.	3 wks. of full morning instr. in the tchg. of science 8:30-12:00	3 wks. of full mornings in the classroom tchg. science and observing arithemtic	2 wks. of full morning instr. in the tchg. of arithmetic 8:30-12:00	8 weeks
	Laboratory experiences in the schools as scheduled	Tues. 11:30-12:20 Seminar on problems and procedures in tchg. science	Laboratory experiences in the schools as scheduled	Full-day classroom teaching
12:30 p.m. to 4:20 p.m.	Double sessions of El. Ed. 441, Children's Literature 2 semester hours			Thurs. 3:30-4:20 Seminar on problems and procedures in teaching in the elementary school

Student teaching, 6 semester hours---------->

APPENDIX B

JUNIOR AND SENIOR MODULE PERSONNEL

APPENDIX B

Junior Module Personnel

Reading		Oral and Written English		Social Studies	
Professor A	(Reading Spec. Team Leader)	Professor B	(Language Arts Spec. and Team Leader)	Professor C	(Social Studies Spec. and Team Leader)
Instructor A	(Generalist Co-ordinator and Asst. Team Leader)	Instructor A	(Generalist Co-ordinator and Asst. Team Leader)	Instructor A	(Generalist Co-ordinator and Asst. Team Leader)
Instructor B	(Clin. Supv.)	Instructor B	(Clin. Supv.)	Instructor B	(Clin. Supv.)
Classroom Teacher A	(Clin. Supv.)	Classroom Teacher A	(Clin. Supv.)	Classroom Teacher A	(Clin. Supv.)
Classroom Teacher B	(Clin. Supv.)	Classroom Teacher B	(Clin. Supv.)	Classroom Teacher B	(Clin. Supv.)
Graduate Assistant A	(Supervisor)	Graduate Assistant A	(Supervisor)	Graduate Assistant A	(Supervisor)
NDEA Fellow A	(Supervisor)	NDEA Fellow A	(Supervisor)	NDEA Fellow A	(Supervisor)
NDEA Fellow B	(Supervisor)	NDEA Fellow B	(Supervisor)	NDEA Fellow B	(Supervisor

Senior Module Personnel

Science	Arithmetic
Professor C (Science Spec. & Team Leader)	Professor C (Arithmetic Spec. & Team Leader)
Instructor C (Generalist Coord. & Asst. Team Leader)	Instructor C (Generalist Coord. & Asst. Team Leader)
Instructor D (Clinical Supervisor	Instructor D (Clinical Supervisor)
Classroom Teacher D (Clinical Supervisor)	Classroom Teacher D (Clinical Supervisor)
Graduate Assistant C (Supervisor)	Graduate Assistant D (Supervisor)
NDEA Fellow C (Supervisor)	NDEA Fellow C (Supervisor)
NDEA Fellow D (Supervisor)	NDEA Fellow D (Supervisor)

APPENDIX C

BUDGET

APPENDIX C

BUDGET

		Cost to Public Schools	Cost to University
Professors	(5)		$17,000
Instructors	(5)*		36,000
Classroom Teachers	(4)	$32,000	
Graduate Assistants	(4)		10,000
NDEA Fellows	(4)		4,000
Cooperating Teachers	(300) at $50 each		15,000
Tuition waivers (13) for twelve teaching interns and one alternate			3,250
Intern Stipends	(13)	13,000	
		$45,000	$85,250

* Includes one instructor to supervise teaching interns in teacher exchange program